

# Spring - Honeyptot (Folkestone)

Dover Road, Folkestone, Kent CT20 1QF



<b>Inspection date</b>	31 October 2018
Previous inspection date	8 June 2018

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Inadequate	4
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### The provision requires improvement. It is not yet good because:

- The provider does not accurately assess individual or groups of children's progress to identify consistently and address quickly any gaps in children's learning. As a result, staff do not effectively plan for children's next stage in learning to ensure they all make consistently good progress.
- Staff working with older children do not organise the outdoor environment well, and children have a limited range of activities to choose from.
- Staff do not fully consider how to extend older children's interests in mathematics, such as learning about shapes and the relationship between numbers and quantity.
- Staff do not provide sufficient opportunities for children to play in an environment that reflects and promotes the cultures and backgrounds of all children who attend.
- Staff miss opportunities to develop further children's interest in making marks, to help support their early writing skills.

### It has the following strengths

- Staff have established close partnerships with parents, which help to support children's care and learning needs. For instance, parents share information about their children, and staff inform parents of daily activities, to help support home learning.
- Staff have a good understanding of safeguarding procedures. They carry out thorough risk assessments and pay close attention to keeping children safe and secure.

## What the setting needs to do to improve further

### To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
improve the use of observations and assessments to identify any gaps in children's learning accurately and plan for their next steps effectively.	07/01/2019

### To further improve the quality of the early years provision the provider should:

- make better use of the outdoor environment to help ensure older children have a range of resources and activities to interest them
- build further on the range of experiences offered to older children to help to develop their mathematical skills
- increase the opportunities children have to learn about the different cultures and backgrounds within the community
- review and improve the opportunities children have to explore making marks to develop their early writing skills.

### Inspection activities

- The inspector sampled a range of documentation, including staff's qualifications and training folders, and children's development records.
- The inspector carried out a joint observation with the interim manager.
- The inspector held meetings with the management team to discuss children's progress, staff's supervision, and improvements made since the last inspection.
- The inspector observed the interaction between staff and children indoors and outdoors, and spoke to them at appropriate times during the inspection.
- The inspector took into account the views of parents spoken to on the day.

**Inspector**  
Sara Garrity

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. The provider has recently appointed an interim manager and deputy. They have thorough recruitment and induction procedures to help ensure staff are supported fully in their roles. The provider is committed to improving the setting and has addressed all actions and recommendations set at the previous inspection. For instance, staff have completed behaviour management training and are aware of the importance of praise and setting consistent boundaries. Staff have regular training opportunities to help them develop their practice. The provider has made changes to the systems for assessment and planning but the effects of these are not yet fully embedded. As a result, children are not making good progress across all areas of learning. The staff have strong links with other early years professionals, to provide a continuity of care.

### Quality of teaching, learning and assessment requires improvement

Staff do not regularly observe children's progress or assess their learning to identify any gaps in their development. They do not plan challenging experiences and activities that focus on children's next steps in learning to help ensure all children make the best possible progress. Staff miss opportunities to extend older children's interest in mathematics during daily routines and activities. However, staff help to support children's communication and language development. For instance, staff make strong use of action songs and stories to introduce new vocabulary. All children have limited opportunities to explore making marks to practise their early writing skills and develop their interest in literacy.

### Personal development, behaviour and welfare require improvement

Staff effectively support children to identify and manage risks for themselves. For example, they teach children how to use knives safely. Younger children are eager to go outside to run around and find snails, as they practise their physical skills and learn about the world around them. Staff working with older children do not consistently provide a wide variety of experiences for them to engage with outside. Children's behaviour is appropriate for their age. They build strong bonds with all staff, who support their emotional well-being. Staff provide children with nutritious snacks and talk to them about how to lead a healthy lifestyle. Staff learn key words to support those children learning English as an additional language. However, all children's cultural backgrounds are not reflected in the environment to help them learn about their community and the wider world.

### Outcomes for children require improvement

Children are not making good enough progress in all areas of development. They are not consistently challenged to develop their skills even further, to prepare them for their future learning and eventual move to school. Children are happy and keen to investigate. For example, they enjoy exploring textures as they scoop out the sticky and slimy insides of the pumpkin to stimulate their senses.

## Setting details

<b>Unique reference number</b>	EY551305
<b>Local authority</b>	Kent
<b>Inspection number</b>	10079646
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Action For Children Developments Ltd
<b>Registered person unique reference number</b>	RP539433
<b>Date of previous inspection</b>	8 June 2018
<b>Telephone number</b>	01303 252091

Spring - Honeypot (Folkestone) registered in 2017 and is open each weekday from 9am to 4pm, during term time only. The nursery is in receipt of funding to provide free early education for two-, three- and four-year-old children. It has 10 members of staff, five of whom hold appropriate early years qualifications at level 3. The nursery has one member of staff who has achieved early years professional status and three members of staff have achieved qualified teacher status.

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